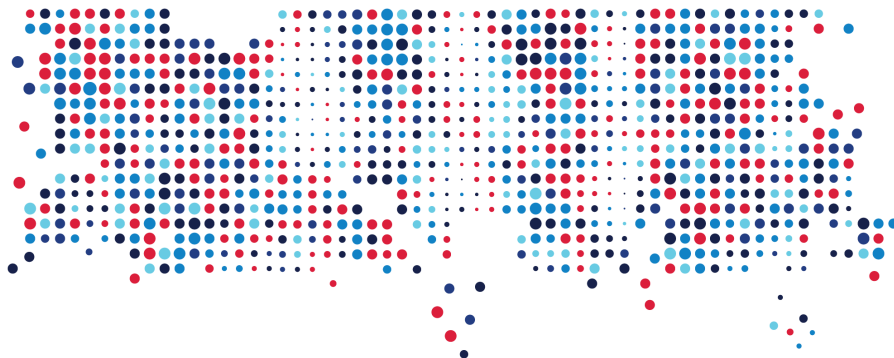




University of Dayton
Women's Center



UD MEN FOR GENDER EQUITY

UD MEN FOR GENDER EQUITY MONTHLY NEWSLETTER

NOVEMBER 2020

In this Issue

Content Warning: Violence Against Native Women

Some portions of this month's newsletter will reference violence against native women awareness and may be disturbing or triggering for some readers. If accessing this content is a concern please skip Sections 3 of this newsletter or email UDMenforGenderEquity@udayton.edu for a copy of this newsletter with those sections removed.

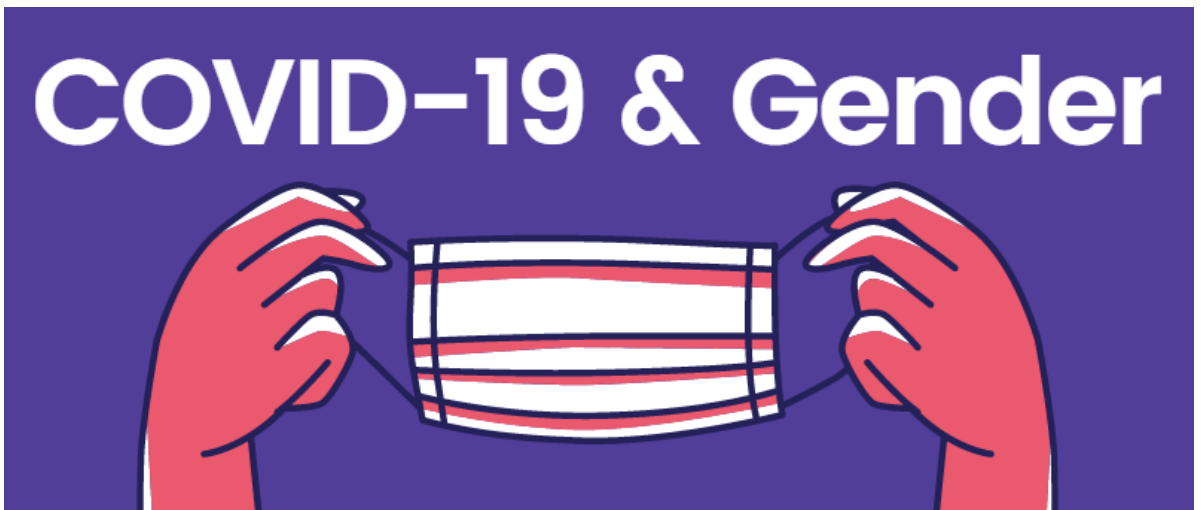
If you would like to talk to talk with a confidential Advocate from the Artemis Center please schedule a meeting using the following [link](#), call (937)461-HELP (4357), or [chat online](#).

1. **Welcome Message**
2. **Upcoming Engagement Opportunities**
3. **Violence Against American Indian and Alaska Native Women**
4. **Video Clip: 'Gendered Linguistics: Why Words Matter'**
5. **Article Reads: Gender-Neutral Tenure Clock Stopping Policies, Gender-Inclusive Housing, and Everyday Tips for Equity-Minded Scholars**
6. **Stories of Gender Equity Advocacy at UD**
7. **Share Your Experience**

November 2020

Welcome to the monthly newsletter from the UD Men for Gender Equity Initiative! This monthly newsletter promotes gender equity efforts at the University of Dayton through education, connection to resources, and providing actionable steps to advocate for gender equity. We invite you to engage with this newsletter by forwarding it to colleagues, participating in future events, and supporting gender equity in our community.

Upcoming Engagement Opportunities



The Equity Advocates of the UD Men for Gender Equity Initiative held a virtual coffee hour discussion on how COVID-19 is disproportionately affecting women. The men present discussed the various ways the pandemic is affecting women internationally and on our campus and started to unpack some of the ways to help address the disproportionate impact.

Thank you to the participants at this event shown in the Zoom screenshot below! If you would like to engage in future events be sure to keep an eye on this newsletter or have an idea for an engagement opportunity please email UDMenforGenderEquity@udayton.edu



The Equity Advocates and Women's Advisory Council are working hard to create virtual engagement opportunities for the 2020-2021 academic year. Be on the lookout in next month's newsletter for any new opportunities or email UDMenforGenderEquity@udayton.edu for more information!

***Did You Know?:
Numbers Around Gender Inequity***



Violence Against American Indian and Alaskan Native Women

The violence against indigenous women in the United States has reached unprecedented levels. According to a 2016 study by the U.S. Department of justice, the following realities exist for American Indian and Alaska Native women:

- **84.3% (more than 1.5 million) of American Indian and Alaska Native women have experienced violence in their lifetime**
 - 56.1% have experienced sexual violence
 - 55.5% experienced physical violence with an intimate partner
 - 48.8% experienced stalking
 - 66.4% experienced psychological aggression by an intimate partner
- **39.8% (more than 730,000) of American Indian and Alaska Native women experienced violence within the past year of this study**
 - 14.4% experienced sexual violence
 - 8.6% experienced physical violence with an intimate partner
 - 11.6% experienced stalking
 - 25.5% experienced psychological aggression by an intimate partner

Violence against indigenous men is prevalent too as 81.6% experience violence within their lifetime and 34.6% had within the year of this study. To read the full study follow this link:

[Violence Against American Indian and Alaska Native Women and Men Report](#)

However, raising awareness of the violence against indigenous women and men is not the end. Often times the criminals committing violence on this group go unpunished due to jurisdiction lines within tribal communities. Programs such as the Indian Law Resource Center offer "legal advice to national Native women's organizations and Indian nations on ways to restore tribal criminal authority and to preserve tribal civil authority; and helps Indian nations increase their

capacity to prevent violence and punish offenders on their lands." To find ways to support the Indian Law Resource Center follow this link to their website: [Indian Law Resource Center](#)

Diving Deeper: What You Can Do to Change Culture, Perception, and Oppression

Choose
Your Words

@elle_o_elle

Decisive	Tenacious	Punchy	Observant	Visionary
Uncompromising	Vigilant	Boast	Unbridled	Out out
Steely	Sorted	Unbothered	Devoted	Flawed
Straight up	Frosty	Strong	Sturdy	Eloquent
Pushy	Prove It	Contented	Determined	Unarmed
Acceptance	Grounded	Doubtless	Principled	
Bossy	Bulletproof	Patience	Immersed	
Chancer	1/2 Full	Overqualified	Nonchalant	
Out there	Tuned	Mindful	Inquisitive	

November
2018

Gendered Linguistics: Why Words Matter

Talking about diversity can be hard. But do words themselves add to the challenge? This session, led by Elle Graham-Dixon, explores how language leads us to stereotype and exclude, then provides guidance to address our language. Because we can all speak up and choose our words, not watch them.

Click on the image above to watch the full clip or follow this [link](#).



Who Benefits from Gender-Neutral Tenure Clock Stopping Policies?

Gender-neutral family policies have been adopted in some professions in an attempt to “level the playing field” and address gender inequity such as gender-neutral tenure clock stopping policies. But to date, there is no empirical evidence showing that these policies help women. In this [research article](#), authors Heather Antecol, Kelly Bedard, and Jenna Stearns (2018) review how well intended tenure clock stopping policies actually end up harming women's professional progress.

Reimagining Implementation of Gender-Inclusive Housing

Colleges and universities across the United States have implemented gender-inclusive housing policies as best practices to promote inclusion for trans*, non-binary, and gender nonconforming students. However, this [national study](#) finds significant lack of assessment of policy impact on trans* students or trans* student inclusion in policy planning. Authors Z Nicolazzo, Susan Marine, and Rachel Wagner (2018) offer suggestions for higher education professionals to reframe their "best" practices to be intentional practices.

Everyday Tips for Equity-Minded Scholars

Unsure where what action you can take as a faculty member to make strides toward equity? Nana Lee (2020) offers tips for scholars to practice everyday equity efforts in their research, mentorship and teaching, and service in this [opinion article](#) from Inside Higher Ed.

Who We Are: Stories of Gender Equity Advocacy



Margie Pinnell

Associate Dean for Faculty and Staff Development; Professor;
The Bernhard Schmidt Chair in Engineering Leadership; Joint
Appointment with Bioengineering Graduate Program

Women's Advisory Council



Shane Borah

Graduate Assistant

UD Men for Gender Equity Initiative

Margie Pinnell

Although I come from a long line of very strong women, one of the most inspirational women in my life was my grandma, Marie Johnson Maloney. My Grandma valued education above all things. She was often advised by her mom, Agda Johnson, to get an education and NEVER get married. Agda's firm conviction on these matters stemmed from the fact that she was incredibly intelligent but denied an education, she was sent over to the US from Sweden in her

early teens because she was a girl and of little use to the family, and because there were very few options other than marriage available to her. Following Agda's advice, my Grandma graduated early from high school and headed off to college. She often spoke with great excitement of her days at Kent State University, being a member of the synchronized swimming team, hiding in the closet with her girlfriends so they didn't get caught studying or goofing off after curfew, and working in the dining room to help pay for school. Most importantly, she spoke about her passion to share her love for education with others, particularly with the children she hoped to teach.

When she graduated from Kent State in the early 1930's, she got a teaching job at Fifth Street School in Struthers, Ohio. She was well on her way to being a very strong and independent woman while the nation was in the throes of the Great Depression. My Grandma was also able to heed the second piece of advice given by her mother, Agda, to NEVER get married until 1937. But then, Franky Maloney's Irish charm and years of pleading won over and my Grandma finally agreed to marry my Grandpa Maloney. They snuck off to get married partly because my Grandma was Lutheran and my Grandpa was Catholic, but also because at that time there were state and federal laws that prohibited married women from being employed. In an act of civil disobedience, my Grandma hid the fact that she was married for three years, because she strongly believed these laws were unjust, unfair and inequitable. Until she got pregnant with my Mom and could no longer hide the fact that she was married, my Grandma pursued her career in teaching and impacted the lives of many children.

We have come a long way since 1937, but we still have a long way to go. When I think about my own career, and some of the hurdles I have faced because of my gender, I realize how significantly policies can impact equity in the workplace. Take for example promotion and tenure policies. Although these policies may not be outwardly bias like the laws that prohibited married women from working in the 1930's, there are elements of promotion and tenure policies that preclude women from achieving tenure and promotion at the same rate as men (Bonawits & Andel, 2009). The process used to promote and grant tenure to faculty has remained largely unchanged since the early 20th century when there were very few women faculty (Park, Sine & Tolbert, 2011). Faculty are evaluated on their accomplishments in scholarship, teaching, and service, using a process that is typically unclear and has no real measure for ensuring that the policies are applied in a consistent and fair manner (Herbert & Tienari, 2013; Hibel, 2016, O'Meara, 2014). Furthermore, promotion and tenure policies typically do not take into account the inherent bias of student evaluations of teaching, cultural taxation, or the disproportionate service load held by female identified faculty or faculty of color.

Over the past few years I have had the privilege of working with two amazing leaders, Dr. Kenya Crosson and Professor Beth Hart, and a diverse team of faculty from the School of Engineering to revision our promotion and tenure policies and procedures. A key goal of this work was to create a promotion and tenure policy that incorporates research based best practices in faculty evaluation, and to provide tools that promote consistency in the evaluations and better ensure a faculty member receives candid, constructive and frequent feedback from multiple faculty and administrators (Collaborative on Academic Careers in Higher Education, 2014; O'Meara, 2014). Additionally the policies and procedures were developed to recognize a variety of different faculty contributions that are not typically recognized for promotion and tenure, but are critical to the mission of the School and University (Spina, 2017).

I am hopeful that the School of Engineering's revised policy will create greater equity in our promotion and tenure process. I am also inspired that the university is committed to reviewing not only the University promotion and tenure policy, but many of our other policies and procedures to address issues of equity. As an ally, I encourage you to look at all policies with a critical lens, to question those that are not equitable, and when needed, be like my Grandma and practice acts of civil disobedience.

Shane Borah

Often when discussing matters of gender equity the conversation will fall into a man and woman dichotomy. Only when discussing LGBTQ+ individuals are issues regarding trans*, non-binary, or gender non-conforming folks. This has held true in my graduate preparation classes, professional development opportunities, and other spaces of dialogue surrounding gender at UD. Identifying as a cis man I am not directly affected by how people "default" the conversation to the binary, but I recognize the impact and implications.

Gender inequity is intersectional as a trans* woman experiences gender inequity differently than a cis woman. In almost every meeting I have been in since my time at UD the likelihood of someone introducing their pronouns is minimal unless they are instructed to do so or have been prompted by someone else in the room. This does not create a safe space for folks who may identify differently from someone's perception of their gender expression and often will out people. To help address this I personally introduce my pronouns at every meeting when meeting someone new and have them displayed next to my name on Zoom. When leading a meeting I invite folks to introduce their pronouns (along with other information like their name and department) *if they are comfortable*. It is also important in attempting to be inclusive of gender to not create a space where anyone feels they are forced to come out. This is sometimes an exhausting effort as I am continuously the only person introducing my pronouns, but if it's exhausting for me, a cis man, what is it then like for our trans*, non-binary, and gender non-conforming community members?

There is much work to be done surrounding expanding the dialogue of gender equity at the University of Dayton. Consider the following suggestions for both implicitly working toward gender equity in UD's culture and explicitly within your organizations:

- Using alternatives when referring to a large group of individuals from "you guys" such as "you all," "y'all," "friends," "colleagues," "everyone," etc.
 - While "you guys" has colloquially become a more gender-neutral term it is still rooted in a male-centric language structure in which the male term is the default.
- Consider how gender inequity is not just experienced by faculty and staff at UD but by our women-identifying, trans*, non-binary, and gender non-conforming student population
 - If you ask someone to take notes during class, is it often a woman-identifying student?

- When assigning group assignments, are you cognizant of who is often expected to take the lead on writing, sharing out, or other forms of labor that typically fall to women?
 - When taking part in a new committee, task force, or redesign of your current office strategy it is likely your team will place social justice or diversity, equity, and inclusion as core values. Push the conversation to ask what specifically that looks like within the context of your organization.
 - Remember, if an appropriate amount of time isn't spent on what equity in action looks like then it's just lip service.
 - Critically challenge structures that may exclude certain populations or make a clear gender differential.
 - Providing "male/female" gender options on an employment form
 - We know there are employees at UD that do not identify within the gender binary who are specifically excluded in this example
 - Expectations surrounding professional work attire (i.e. men in button ups and women in blouses)
-

References

Barowits, M. & Andel, A. (2009). The glass ceiling is made of concrete: the barriers to promotion and tenure of women in American academia. Forum on Public Policy. Retrieved from <https://eric.ed.gov/?id=EJ870462>

Collaborative on Academic Careers in Higher Education. (2014). Benchmark best practices: Tenure & Promotion. Cambridge, MA: Harvard Graduate School of Education.

Hibel, A. (2016). Tenure in academia, the past, present and future. Retrieved from <https://www.higheredjobs.com/higheredcareers/interviews.cfm?ID=459>

Herbert, A. & Tienari, J. (2013). Transplanting tenure and the (re)construction of academic freedoms. Studies in Higher Education. 38:2, 157-173.

O'Meara, K. (2014). The tenure system is broken: Here's how to fix it. SLATE Inside Higher Ed. January 16, 2014. Retrieved from <https://slate.com/human-interest/2014/01/tenure-system-reforms-a-how-to.html>.

Park, S., Sine, W. & Tolbert, P. (2011). Professions, organizations, and institutions: tenure systems in colleges and universities. Work and Occupations. 38:3, 340-371. Doi: 10.1177/0730888411412725.

Spina, Eric. (2017, April 4). President Eric F. Spina's Inaugural Address. Retrieved from: https://udayton.edu/news/articles/2017/04/inaugural_address.php on Dec. 31, 2019.



Share Your Experience

The Women's Advisory Council invites you to submit any comments, questions, or other concerns related to gender equity and campus climate. The form is anonymous and will not collect any identifying information. The Council will share these comments in aggregate with the men's Equity Advocates and Allies as we work collaboratively to affect positive change on campus.

Visit the [UD Men for Gender Equity website](#) for more information.

Subscribe to our [newsletter](#).

The UD Men for Gender Equity Initiative is sponsored by the President's Office and the Office of the Provost; in collaboration with many campus partners, it is housed in the Women's Center.

© Copyright 2020 University of Dayton. All rights reserved.

UD Men for Gender Equity

University of Dayton

Powered by: **CampusGroups**.

The CampusGroups offices are located at 902 Broadway, New York, NY 10010.